DOCUMENT RESUME

ED 270 173 JC 860 313

AUTHOR McCutcheon, Lynn E.
TITLE The Causes of Student Absenteeism in Community College Classes.
PUB DATE 1 Mar 86
NOTE 23p.; Abbreviated version of an Ed.D. Major Applied Research Project report, Nova University.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Attendance; *Attendance Patterns; Community Colleges; Factor Analysis; School Surveys; *Student Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS *Northern Virginia Community College

ABSTRACT

In an era of declining enrollments, it is vital to identify potential causes of absenteeism and implement strategies for reducing it. A study was conducted at the Annandale Campus of Northern Virginia Community College (NVCC) to identify factors related to absenteeism. A survey instrument listing 51 reasons for missing class was developed and distributed to 416 students attending social science classes during fall 1985. Students were asked to indicate the extent to which each reason accounted for their absences during the quarter. Study findings, based on 402 usable responses, identified six factors affecting student attendance: (1) negative perceptions of the professor and the course; (2) irresponsible pursuit of leisure; (3) fatigue associated with excessive socializing; (4) low attendance incentives; (5) potential academic dropout; and (6) external responsibilities. Based on study findings, recommendations were made for dealing with absenteeism, including shorter courses, frequent role calling and testing, and immediate feedback on tests and projects. Additional recommendations were also developed including personalizing courses, offering rewards for attendance and sanctions for absenteeism, and providing two or more sections of the same course on the same day. The survey instrument is appended. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED270173

THE CAUSES OF STUDENT ABSENTEEISM IN COMMUNITY COLLEGE CLASSES

Lynn E. McCutcheon

Northern Virginia Community College
Annandale, VA 22003

JC 860 313

This is an abbreviated version of a Major Applied Research Project report submitted to Nova University in partial fulfillment of the requirements for an Ed. D. degree. A copy of the survey used in this study is appended. For further details contact the author.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

L. E. MCCUTCHEON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

March 1, 1986

ABSTRACT

In an era of declining college enrollments it is vital to identify potential causes of absenteeism and implement strategies for reducing it. Fifty-one reasons for missing class were put into a Likert-type format with number of reported absences in a Classroom Attendance Survey. Over 400 randomly chosen community college students were asked to indicate the extent to which each reason determined their absences. A factor analysis of the 51 reasons extracted eight factors, six of which combined in a stepwise multiple regression equation to account for 41 percent of the variance. The most important factors were labeled "Lack of interest," "need to prepare for another class," and "uncertainty about staying in college." Based on the combination of a literature review and the results of this study several recommendations were made that are likely to reduce absenteeism in college classrooms.

The Causes of Student Absenteeism In Community College Classes

Historically, the concern about academic absenteeism in the United States has almost always been on the elementary or high school level. Perhaps this is because these students are required by law to be in school and in part by the fact that at least some school districts get funded partially on the basis of attendance (Bamber, 1979; "Hi. Your Kid Cut Class," 1983).

By contrast, colleges are often funded through a combination of federal, state, and local support along with tuition and fees (Breneman & Nelson, 1981). Students at any one institution receive the same amount of federal and state support and pay the same fees whether they attend classes or not. This tends to generate an attitude of benign neglect. If a student fails to attend class and eventually fails out of school that is a shame, but there are many more students waiting to get in as soon as new dormitories are finished. This callous attitude was not praiseworthy but it was understandable during the decades of rapid growth in higher education.

In the last five years the college enrollment situation has changed dramatically. The boom years are behind

and many smaller institutions are worried that they will not survive. Colleges faced with declining enrollments are searching for ways to keep as many students in the classroom as possible. Most studies of absenteeism from college classes suggest that absenteeism is related to poor academic performance (e.g. Slem, 1984), and the tendency to drop classes (Bean, 1982; Kelso, 1978; Martin, 1982). The student who finds himself with either often fails to graduate. Thus it seems reasonable to believe that one approach to keeping students in college is to focus on absenteeism.

Northern Virginia Community College (NVCC) has already felt the impact of the predicted 25 percent decline in the eighteen-year-old population between the years 1979 and 1992 (Breneman & Nelson, 1981). The Fall Quarter of 1984 saw the sharpest decline in the 19-year history of the college (Teklu, 1985).

Poor class attendance is one of the most difficult problems facing professors in the Social Science and Public Service Division of NVCC. When students miss classes they often don't hear announcements that impact on their grades, and they do not share in classroom learning experiences that are obviously grade-related.

There are a number of booklets and papers on dealing with absenteeism at the elementary and secondary school level. Why not simply rely on the advice they provide

and apply it to attendance problems on the collegiate level? There are at least three reasons why this is inappropriate. First, the research methodology underlying some of these papers is inadequate, thus raising serious doubts about the validity of the advice. Another reason is that the student populations which gave rise to this advice were often different from a typical college student population. A third reason is that some solutions which may be workable with secondary school children are unworkable with college students for one reason or another. For example, truant officers cannot be sent out to look for college students who are not attending class. Thus it should be clear that solutions to the problem of absenteeism from college classrooms cannot be derived solely from research conducted on the elementary or high school level.

Unfortunately, colleges and universities have shown little inclination to do studies of absenteeism. What then can we conclude from the few studies of the causes of absenteeism conducted on the college level?

Kelso (1978) found that the highest rates of absenteeism occurred in college courses that were required, as opposed to elected. Gillette (1986) found that although students were never told that their absences were related to their grades, the mere act of taking roll resulted in a small but significant reduction in absences. Slem (1984) found no relationship between absenteeism and depression, life event changes, and the Type A versus Type

B dimension. He did find that "external" students were likely to be absent more frequently than "internal" students (Rotter, 1966). Rousseau (1977) found that students with few absences tended to believe that they had the opportunity to use a wide variety of skills in doing school work, and believed that they had the opportunity to learn how well they were doing. They also believed in the importance of school in the overall scheme of things. Verner and Neylan (1967) and Dickinson (1968) found that the absentee rate increased slowly at first, then more rapidly toward the end of a long term. Lauer and Thomas (1976) found that chronic absentees were about the same as regular attenders with respect to age, race, and amount of perceived encouragement from parents to go to college. Chronic absentees who were married received less encouragement from their spouses.

There are four studies which all suggest that one way to raise attendance is to give frequent quizzes (Hovell, Williams, & Semb, 1979; Lloyd, Garlington, Lowry, Burgess, Euler, & Knowlton, 1972; Whitehurst, 1972; Williams, 1975). They also suggest that the presentation of material that is unrelated to course performance is likely to lower the attendance rate.

Two studies were similar to the present one in that both solicited a wide variety of reasons for cutting class from college students (Cancilla, Hordinski, & Wieczorek,

1968; Mullen, 1969). In the latter study illness was the most common reason given for missing class, followed by preparation for another class and oversleeping. In the former study disinterest in the class was ranked first, while problems relating to the professor and preparation for another class also ranked high. Illness ranked eleventh out of thirteen reasons listed.

Dotson and Templer (1969) compared 35 students who finished a psychology course with no absences versus 19 that had four or more absences. The perfect attendance group obtained scores indicating that they were significantly more introverted than the high absence group.

These studies of the causes of absenteeism from college classes suggest that more research needs to be conducted. They also suggest that there may be a wide variety of causal variables.

One purpose of the present study is to identify several factors that are related to absenteeism from social science classes. Another purpose is to make recommendations that might reduce the amount of absenteeism.

METHOD

Subjects

The subjects were 578 students enrolled in social science classes at the Annandale Campus of NVCC in the Summer and Fall Quarters of 1985. They were all of the students who were in class and returned usable surveys.

Most of the classes were selected at random with two constraints. First, all were day classes, so that there would be room for considerable variability in the number of possible absences. Second, an attempt was made to get one class from each full-time faculty member in social science.

Procedure

A brief, openended survey was designed and given to 106 students enrolled in several courses in the Summer Quarter, 1985. The survey asked them to list five of the most important reasons why they might miss class on any given day. The survey also emphasized the fact that all responses were confidential. The research literature was searched to find additional reasons why students do not attend class. From the combination of these two approaches a list of 51 reasons why students miss classes was generated.

This list of reasons was organized in a survey format, with a five-point Likert-type scale following each reason. Each reason was listed and subjects were asked to indicate the extent to which that reason accounted for the absences of each subject from classes during that quarter.

A validity check of the dependent variable, attendance, was made for all 24 students in one of the author's classes in the Summer Quarter, 1985, by comparing answers

to "How many classes you missed this quarter" with the actual number missed as determined by taking roll. The Pearson product-moment correlation between the two was +.92.

A pilot administration on a sample of 46 of the author's students was carried out at mid-quarter in the Fall of 1985, resulting in minor revisions. The internal reliability of the instrument carried out on the same sample was .96 using Cronbach's Alpha.

The final version of the survey was administered on the last day of class in the Fall Quarter of 1985 to randomly selected social science day classes that met at least twice a week. Exceptions to this rule included three professors who could administer it only on the next to last class day, and three others who gave it on final exam day. All but two full-time faculty members in social science participated. Each was given specific instructions on what to tell subjects about the study. It was emphasized both in the survey and the instructions to the faculty that none of the professors would see the results of any of the subjects. Each faculty member was asked to designate one student who would collect all surveys, put them in an envelope, and return them after class. A total of 402 usable surveys were returned, while 14 were thrown out because there was no score on the dependent variable.

The 51 independent variables were then submitted to a factor analysis (varimax/orthogonal). The criteria

for establishing the number of factors was an eigenvalue of 1.0 or higher. An attempt was then made to conceptually label each significant factor. Multiple regression analysis was used to select factors which "explained" the greatest amount of variance in the number of reported absences.

RESULTS

The mean for the dependent variable, reported number of absences, was 3.09, with a standard deviation of 3.80. The relationships between the dependent variable and each of the 51 independent variables were all statistically significant at the .05 level or beyond because of the huge sample size. The range of coefficients was +.15 to .39. The five items which correlated highest with reported absences, from most to least, were: item 3, "I was tired and/or sleepy;" item 49, "I had transportation problems;" item 17, "I intended to go but I overslept;" item 39, "The professor did not care whether I missed classes;" and item 40, "There was no reward for attending class."

The factor analysis extracted six factors. In an attempt to label each the author examined the loadings on the six factors for each of the 51 independent variables. A criterion of .50 was chosen as a minimum value to determine the list of variables used to interpret each factor. This value was low enough to ensure that at least two variables were on each list and high enough to account

for a substantial portion of a variable's variance. The six factors which met the previously-stated criteria were labeled. In descending order of their eigenvalues they were: "negative perceptions of the professor and the course," "irresponsible pursuit of leisure," "fatigue associated with excessive socializing," "low attendance incentives," "potential academic dropout," and "external responsibilities."

Stepwise multiple regression allowed four of the six factors to enter a multiple regression equation. In order of their beta weights they were: "fatigue associated with excessive socializing" (.77), "low attendance incentives" (.45), "irresponsible pursuit of leisure" (.30), and "external responsibilities" (.27). The four factors combined to produce an F value of 6.13, which was significant at .0001.

DISCUSSION

It is apparent that some factors are better predictors of absenteeism than others. The three best predictors taken together paint a rather unflattering picture of the chronic absentee college student. He or she is tired fro too much late-night socializing and/or drug consumption, and can be persuaded to cut class on the spur of the moment, especially if there are no rewards or punishers associated with attendance. Only the fourth factor, "external responsibilities," suggests that some absences are unavoidable.

The importance of "low attendance incentives," as determined by the results of this study, meshes nicely with the results of Gillette's study (1986). Gillette found that the implied threat of punishment associated with the mere act of taking roll served to reduce the absenteeism rate.

"Lack of interest in the course," and "problems with the professor" were the two most important reasons for cutting class in the study authored by Cancilla, et. al. (1968). In the present study "negative perceptions of the professor and the course" clustered but that factor was not a significant predictor of absenteeism. Mullen (1969) found that illness and oversleeping were important reasons for missing class. Generally speaking, the results of these studies confirm the results of the present study.

Based on the results of this study it is unrealistic to think that absenteeism can be eliminated. There will always be students who are sick, too tired, or too much in need of preparation for another class. On the other hand, the results of this study and others lead to some recommendations that might be useful in combatting absenteeism.

RECOMMENDATIONS

Recommendations for change have been divided into two categories. The first one includes those recommendations for which there is clear and direct research support.

(1) Shorter courses should be encouraged at the expense of longer ones because absenteeism becomes progressively worse over a term (Dickinson, 1968; Hovell, et al., 1979; Verner & Neylan, 1967). Thus the quarter system would appear to be better (for absenteeism) than semesters, and five-week, eight-week, and weekend college courses should be encouraged.

(2) Call the roll often (Gillette, 1986; McCutcheon, unpublished MARP). How often should it be called to maximize attendance? It is probably best to start the term by calling roll every session, then continue to take roll throughout the remainder of the term on an irregular basis.

(3) Give immediate feedback on tests and projects. Rousseau (1977) found that low absenteeism was associated with the student's belief that immediate feedback could be obtained from professors.

(4) Look for ways to stress the importance of your subject matter - its practical side - in the overall scheme of things (McCutcheon, unpublished MARP; Rousseau, 1977; Verner & Neylan, 1967). Implicit in the "low attendance incentives" factor is the notion that unless we offer students extrinsic rewards for attendance they will occasionally absent themselves from classes that fail to capture their interest. The attempt to make your subject matter interesting and relevant is not always successful, but when you do find success it can be rewarding. One of these rewards is likely to be a higher attendance rate.

(5) Reduce the number of required courses where feasible (Kelso, 1978). Required courses have higher absentee rates.

(6) Make sure that classroom experiences are related to evaluation (Hovell, et al., 1979; Lloyd, et al., 1972; Whitehurst, 1972; Williams, 1975). All four of these studies showed that attendance was high at class meetings when test-relevant information was discussed.

(7) Give tests frequently. The same four studies showed that attendance was higher on test days than non-test days.

A second category of recommendations includes those for which there is indirect or weak research support, or some reasonable hypotheses derived from theories.

(1) Personalize your courses (Grasha, 1972; Horvath, 1980; Hutchison, 1978; McCutcheon, unpublished MARP; Self, 1984). One of the items in the present study that loaded heavily on "low attendance incentives" factor was "The professor didn't care if I missed." It may be easier for a student to get the impression that the professor does not care about attendance when the classroom environment is impersonal. Horvath has recommended that professors take the time to learn students' names and use them, and contact those students who have missed several classes.

(2) Personalize the school. Management theories often stress the importance of worker participation. Finding

ways to promote student participation in the school's activities is an important challenge to administrators, but one that is likely to pay attendance dividends.

(3) Combine reward for attendance with punishment for absenteeism (Boe & Church, 1968; McCutcheon, unpublished MARP). The trick is to find the balance between reward and punishment and the magnitude of each that will be most effective in reducing absenteeism.

(4) If you have two or more sections of the same subject on the same day let it be known that students can attend a different section. Fatigue was found to be an important attendance-related variable in the present study as well as the study by Mullen (1969). The student who has been up late on Thursday night may find it easier to attend your ten o'clock class Friday morning than your eight o'clock class.

REFERENCES

Bamber, Chrissie. Student and Teacher Absenteeism. Fastback 126. ERIC ED 172 386, 1979.

Bean, John P. The Interaction Effects of GPA on Other Determinants of Student Attrition in a Homogeneous Population. ERIC ED 216 657, 1982.

Boe, Erling E., & Church, Russell M. Punishment: Issues and Experiments. New York: Appleton-Century-Crofts, 1968.

Breneman, David, & Nelson, Susan. Financing Community Colleges: An Economic Perspective. Washington, D.C.: Brookings Institution, 1981.

Cancilla, Barbara, Hordinski, Bernadette, & Wieczorek, Judith. "Behavior of College Students Under an Unlimited Cut System." Journal of Experimental Education, 11-16, 36, 1968.

Dickinson, James G. Patterns of Participation in a Public Adult Night School Program. ERIC ED 018 721, 1968.

Dotson, Elsie, & Templer, Donald I. "Grades, Attendance, and Extraversion." Psychological Reports, 369-370, 25, 1969.

Gillette, Pauline. Personal Interview. Annandale, Virginia, January 13, 1986.

"Hi. Your Kid Cut Class Today. At the Tone..." Executive Educator, 5, 8, August, 1983.

Horvath, Ronald J. Full Classrooms: 95 Practical Suggestions to Guarantee Student and Teacher Success. Louisville, Ky.: Jefferson Community College, 1980.

Hovell, Melbourne F., Williams, Randy L., & Semb, George. "Analysis of Undergraduates' Attendance at Class Meetings With and Without Grade-related Contingencies: A Contrast Effect." Journal of Educational Research, 50-53, 73, 1979.

Hutchison, Laveria F. Reducing Illiteracy by Adding Interest to Adult Basic Education. ERIC ED 155 719, 1978.

Kelso, Genell. Student Attendance Policies at El Centro College: Their Rationales and Results. ERIC ED 162 699, 1978.

Lauer, Robert H., & Thomas, Rance. "The Chronic Absentee: A Profile." Journal of College Student Personnel, 17, 324-326, July 1976.

Lloyd, Kenneth E., Garlington, Warren K., Lowry, Douglas, Burgess, Helene, Euler, Harald A., & Knowlton, William R. "A Note on Some Reinforcing Properties of University Lectures." Journal of Applied Behavior Analysis, 151-155, 5, 1972.

Martin, Donald L. Identifying Potential Dropouts: A Research Report. ERIC ED 216 304, 1982.

McCutcheon, Lynn E. The Causes of Student Absenteeism in Community College Classes. Unpublished MARP, Nova University, 1986.

Mullen, Frank G. "The Why of Absences." Improving College and University Teaching, 180, 1969.

Rotter, J.B. "Generalized Expectancies for Internal Versus External Control of Reinforcement." Psychological Monographs, 80 (Whole No. 609), 1966.

Rousseau, Denise M. The Relationship of Task Characteristics to Attitudes, Absenteeism, Stress, and Performance Among College Students. ERIC ED 140 181, 1977.

Self, Mary A. Implementation of Learning Groups in an Audio-Tutorial Biology Program. ERIC ED 246 932, 1984.

Slem, Charles. Relationship Between Classroom Absenteeism and Stress Risk/Buffer Factors, Depressogenic Attributional Style, Depression and Classroom Academic Performance. ERIC ED 240 474, 1984.

Verner, Coolie, & Neylan, Margaret S. Patterns of Attendance in Adult Night School Courses. ERIC ED 011 623, 1967.

Whitehurst, Grover J. "Academic Responses and Attitudes Engendered by a Programmed Course in Child Development." Journal of Applied Behavior Analysis, 283-291, 5, 1972.

Williams, Randy L. "The Combined and Differential Effects of Two Types of Preparatory Quizzes on College Student Behaviors." In Behavior Research and Technology in Higher Education, J. Johnston (Ed.). Springfield, Ill.: Charles C. Thomas, 1975.

CLASS ATTENDANCE SURVEY

You are being asked to complete this survey because you are currently enrolled in one or more social science classes at NVCC's Annandale Campus. Please be completely honest. Your responses are confidential. The surveys will be collected by a student in this class who will place all of them in an envelope and return them to psychology professor Lynn McCutcheon. You need not put your name on this but please record your sex and social security number here: _____ ☐ male
(S.S. Number) ☐ female

I am interested in your personal experiences concerning why a student might be absent from this class on any given day. For each of the following reasons please indicate the extent to which it affected whether or not you missed class. If a reason does not apply to you (e.g. you never missed class) check the box NA.

1. How many times were you absent from this class during this quarter? _____

To what extent have each of the following factors affected whether you missed this particular class? (Please circle the number that best describes the extent to which the reason affected whether you missed this class)

2. The class met at a time that was inconvenient for me.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

3. I was tired and/or sleepy.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

4. The professor was uninteresting.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

5. My job required that I miss class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

6. I had to babysit or watch children.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

7. I needed to prepare for a test or assignment in another class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

8. The professor rarely took roll.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

9. The subject matter was boring.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

10. The classroom was too uncomfortable.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

11. I had a medical, legal, or dental appointment.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

12. I thought I could get class notes from another student.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

13. The weather was too nice to go to class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

14. I wanted to be with a date, friend, or spouse.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

15. I thought I would not learn anything new.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

16. I disliked the professor.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

17. I intended to go but I overslept.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

18. The professor was poorly prepared.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

19. What the professor talks about is in the textbook.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

20. An assignment was due and I did not complete it.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

21. A friend or loved one needed my help.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

22. I was having a good time with my friend(s).

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

23. I did not study for a test.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

24. The class was too difficult.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

25. I had consumed too much alcohol or other drugs.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

26. I had a chance to make some money.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

27. Friends talked me into doing something that was more fun.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

28. I needed a vacation.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

29. I stayed out late at a social gathering.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

30. The professor was unfair.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

31. I was doing so well I could afford to miss class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

32. I was upset by a personal problem.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

33. I had a chance to have a rare experience.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

34. There was a guest lecturer, movie, etc. that I figured was unimportant.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

35. There was a good program on television.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

36. I wanted to avoid another student in this class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

37. The professor seemed disorganized.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

38. There was no penalty for missing this class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

39. The professor did not care whether I missed classes.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

40. There was no reward (bonus points, extra credit, etc.) for attending class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

41. I did not have any friends in this class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

42. I was not sure if I wanted to stay in college.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

43. Close friends and relatives did not care if I went to class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

44. The professor did not seem interested in the subject.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

45. The professor seemed cold and impersonal.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

46. The tests are not related to what goes on in class.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

47. I had registration problems early in the quarter.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

48. I was sick.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

49. I had transportation problems (car trouble, late bus, etc.).

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

50. The weather was bad.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

51. I don't like classes that are taught the way this one was (lecture, discussion, etc.).

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

52. Death of a close friend.

Little or no extent				To a great extent	NA
1	2	3	4	5	☐

53. What is your age? _____ (years).

54. In what year did you graduate from high school? _____ (year)

55. In what year did you begin college? _____ (year)

ERIC Clearinghouse for Junior Colleges

JUL 11 1986